

**CASE STUDY TITLE:** Outreach classroom resource pilot

**ORGANISATION NAME:** Creswell Heritage Trust

**PROJECT LEAD NAME:** Robert Portman

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**STARTING POSITION FOR MUSEUM:**

The museum runs an education service providing onsite activities for schools from Early Years to Post-16 and further education. Creswell offers great opportunities for learning outside the classroom and had developed handling collections for students with Special Educational Needs (SEN).

**CHALLENGES, OVERCOMING ISSUES & LESSONS LEARNT:**

Many schools are finding it difficult to fund visits to sites like Creswell crags, particularly transport costs. Creswell used their funding and support from MDEM to develop and pilot outreach resources that will be used in classrooms.

Three sessions were delivered, with Creswell Junior School and Clowne Junior School, with activities tailored to Stone Age subject matter, which is a topic on the Key Stage Two curriculum from September 2014. Heritage Trust staff were able to arrange the pilot with the teachers at Creswell and Clowne at a time when both schools were trailing the new topic in advance of curriculum change.

**WHAT'S CHANGED / WHAT DIFFERENCE HAS BEEN MADE?:**

**The project's direct outputs were:**

- Free activities for 148 children relating to subject matter currently being studied by them at their Key Stage. Also for the participants to feel actively involved in the development of a program to be enjoyed by others – their feedback on activities being considered in evaluation.
- Training/work experience for a young volunteer, an opportunity for them to be involved in activity organisation and delivery.

- A successfully piloted outreach programme that could be produced at either high or low cost. Adding an additional element to the services that the Heritage Trust provides.

#### **BEST BITS AND INSPIRATIONS:**

##### **Statement by Ellie Cooper, young volunteer 16 July 2014:**

“Volunteering for three outreach school sessions has provided me with a deep insight into the child learning environment outside of the museum setting. I have learnt to adapt my levels of communication to differing age groups (eg more appropriate, less formal language with children and interacting with school staff in a professional manner), while providing the children with information regarding the Ice Age in a way which they may find more interesting (eg showing the children the handling collection when explaining artefacts). The sessions have also enhanced my confidence.

During two of the sessions I explained half of the activities to the children in an enthusiastic manner. Walking around each table of children allowed me to ask if anyone had any questions and if so, I could provide an answer whereby I tried to engage the children (as a group or individually). The sessions also enhanced my time management skills.

I have found that all classes differ in their abilities and attention. Hence, it was important to understand when each set of children had completed the set task and so were ready to move on, whilst ensuring each activity started and finished around a similar time period. The sessions have thus provided me with a cluster of skills which all can be transferred into any museum/ heritage setting which will benefit me when I enter the museum job market after my degree.”

##### **Statement by Katie Stringfellow, Y3 Teacher at Clowne Junior School 16 July 2014:**

“Hi Robert,

Just wanted to pass on my thanks for the last two days. The children have thoroughly enjoyed the workshops and the staff were really impressed with Emma and Ellie's deliverance of the workshops. The activities were really well prepared and the variety was excellent. Thanks again and I hope we can work together again in the future.

Katie Stringfellow  
Clowne Junior School”

#### **EVIDENCE: PROJECT CASE STUDY IMAGES**

*Images that have been taken before, during and after the project was completed*